**Structured Group Assignment: Decision Making – Making Better College Decisions**

**Component #1: Needs, Goals & Objectives**

**1)  Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement**.

Student achievement records including transcripts with coursework, grades, and GPA and achievement test results (SAT and/or ACT scores) taken by students in their junior and/or senior year was used in combination with data on the school’s college application and admission rates for the past five years to identify how many students applying to colleges were being accepted and admitted to programs of choice. In addition, data gathered from a survey given to seniors at the beginning of each year to identify their post-secondary goal and again at the end of the year to identify their actual post-secondary plans was used. These sources were analyzed in the aggregate and also on a disaggregated basis to determine any gaps in college admission trends among the average student population and among diverse minority groups. The data showed that although student college application rates were high, the actual matriculation rates to the colleges were much lower than the application rates. This data identified a need for students to make better decisions about which colleges to apply to.

After assessing the need for students to make better college decisions, a survey was given to all juniors and seniors in their English classes inquiring about their current status in determining their post-secondary plans and inquiring about how the school counseling office could help them with making wiser choices for college. A list of areas the school counseling office could assist with was provided on the survey for them to tick and the group session topics were tailored around those that were identified as areas students needed the most help with in making decisions.

**2) Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.**

The goal is for students to make better, intuitive decisions on college choices.

**3)  Student develops two measurable objectives for session #1 of the structured group program that supports the established goal (one school counseling content and one mathematics content).**

School Counseling Objective - Students will be able to use college admissions data to help narrow their personal selection of colleges (ASCA AB2.7).

Math Objective – Students will be able to use college selectivity rates and college admission data to understand their chances of admission at a variety of colleges by identifying a reach, match and/or safety school (NM-DATA.9-12.4; CA S-MD7).

**4)  Student develops two measurable objectives for session #2 of the structured group program that supports the established goal (one school counseling content and one language arts content).**

School Counseling Objective – Students will be able to identify personal preferences and interests influencing their college selections (CC1.3).

Language Arts Objective - Students will be able to use a variety of resources to gather and synthesize information to assist them in making decisions about college choices (NLA.8).

**5)  Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools**.

The mission of schools is to assure that all students learn and through the use of multiple data measures, school counselors can partner with school administrators to design needs-based programming that can support and improve student learning. By careful data gathering, collection and analysis, the school counseling program can assess student needs and design activities and interventions that will lead to increased learning and achievement for all students. The use of data helps to demonstrate student progress, exposes evidence of the achievement gap, helps focus resources, programs, interventions and strategies where they are most needed and allows the school counseling program to design action plans that meet the current needs of the students in the academic, career development and personal-social domains.

**Component #2: Research- Supported and Standards-Based Content**

**1)  Student provides step-by-step process and activities to be covered in session #1 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Cite/attach handouts to be used.**

**Title of Session #1:** Narrowing Your College Choices

**Brief Summary of Session:**

This lesson shall consist of exploring the College Board ‘Big Future’ section of their website, to help students navigate the website, find meaning in the data and identify how it relates to their personal strengths, interests and values. Students will be able to locate test data to help them determine where they may fit in with a particular college and conclude if a college may be a reach, good match or safety school using their own information.

**Theoretical Orientation:** Strengths Based/Solution Focused

A strength-based theoretical approach shall be used in this group program. Erikson’s model of development as cited by Kosine, Steger, and Duncan (2008) describes how adolescents are at the stage of development where they are searching for their identity and self-concept. A strength-based approach combined with a purpose-centered approach can help students engage in identifying the values that make up their identity through their college exploration. “Engagement in meaningful dialogue with peers and adults helps students gain insight about the types of careers that both support their identity and provide them with a sense of purpose within the context of their environment” (Kosine, et al, 2008, p. 134). According to Schellenberg, strengths-based counseling “accesses inherent strengths to identify the student’s resources and supports for addressing the problem” (2012, pg. 135).

**Specific Group Technique:** Active listening, reflection, positive thinking, facilitating, suggesting

**Structure:** This psychoeducational group is a six session closed group that will meet twice a week from 7:30 – 8:10 every Tues/Thurs for three weeks or alternatively from 2:45-3:25 on Mon/Weds. The group will meet in the School Counseling conference room and will be offered four times a year at the beginning of each quarter. The group will consist of 6-8 students.

**Materials/ Media:**

·      Computer internet access

·      <https://bigfuture.collegeboard.org/>

·      Copies of the Pre-Post Test

**Core ASCA Standard(s):**

·      ASCA Standard AB2.7 – Plan to achieve goals by identifying postsecondary options consistent with interests, achievement, aptitude, and abilities.

**Core State Academic Standard(s):**

·      NM-DATA.9-12.4 – Students will be able to understand and apply basic concepts of probability.

·      California State Standard CA S-MD7 – Students will analyze decisions and strategies using probability concepts.

**Objectives:**

School Counseling Objective - Students will be able to use college admissions data to help narrow their personal selection of colleges (ASCA AB2.7).

Math Objective – Students will be able to use college selectivity rates and college admission data to understand their chances of admission at a variety of colleges by identifying a reach, match and/or safety school (NM-DATA.9-12.4; CA S-MD7).

**Assessments**:

Students will complete a pre-post test at the beginning and end of each session. Additional assessment will be done using observation and open questions to students about how they understand the web-based search sites and finding them useable.

School counseling objective pre-post test:

Sally wants to attend a small university close to home so she can commute. Accessing the college data available from the college search website what criteria should Sally use to narrow her search?

A)   Academic criteria

B)   Location

C)   Type/size of university

D)   All of the above.

E)    B and C only

Answer = D) Although Sally may want to narrow her search to smaller universities near her home, it is also important that she see where she fits in academically to avoid applying only to universities that may be ‘reach’ schools.

Core Math objective pre-post test:

Greg has a 3.8 unweighted GPA and a SAT composite score of 1920 (620 CR, 700 M, 600 W). Comparing the test scores of universities on his list, rank the probability that Greg has of being accepted from highest to lowest. Circle the correct answer below:

1)   Northwestern – CR 680-760; M 700-780; W 680-770

2)   UCLA CR 560-690; M 610-740; W 590-710

3)   University of Michigan – CR 600-700; M 650-750; W 620-720

4)   Liberty University – CR 470-590, M 450-570, W 450-570

A)   4-3-2-1

B)   1-2-3-4

C)   2-4-1-3

D)   4-2-3-1

E)    2-4-3-1

Answer = D) Greg’s scores would give him the highest chance of acceptance at choice 4 and the lowest chance at choice 1. His chances at 2 and 3 are nearly equal but his scores are nearer to the top of the range at choice 2 therefore on test scores alone he has a higher probability of admittance at choice 2 than 3.

**Procedures/ Instructional Strategy:**

1.     Opening – welcome everyone back to today’s session and remind students of group rules and importance of confidentiality.

2.     Review last week’s homework and ask if anyone struggled with using any of the resources or identifying a list of 5-10 colleges.

3.     Have students share what they found easiest and hardest about their searches. Did the self-assessments they completed the week before and for homework help them? Did they have a chance to use more than one of the websites? If so, which one did they find most user friendly? What aspects of each did they find most helpful?

4.     Let students know you will be having them complete another ‘Pre-test’ and hand out the ‘Pre-test’. Remind the students to complete the test independently and that it is a tool for you to know what they already know.

5.     Introduce today’s session and let students know that you will be using an example such as the following to narrow their selections:

Assume you’ve decided you only want to attend a co-ed, four-year university, medium sized – not too small, not too large, and you want to remain in your state. You really want to attend a college where nearly everyone lives on campus. You’re not too sure about your college major but you enjoy many of the social science subjects. Your SAT scores are 620 Reading, 650 Math, 610 Writing.

6.     Access the College Board Big Future website: <https://bigfuture.collegeboard.org/get-started>.

7.     Ask students to help you navigate the website using information from the example. After each criterion as follows is ticked off, you will be left with a list of 20 colleges.

·      Type of College - 4 year , Medium, Coed

·      Location - California

·      Campus & Housing – ‘Most students live on campus’ and ‘Suburban and Urban’

·      Majors & Learning Environments – under select a family of majors – select Social Sciences

·      Applying – Enter SAT scores

You may have a student tick off each box or alternatively click on each section of the search and ask students to identify a choice for each one of the items in the example.

8.     Show students how ‘adjusting one criteria from ‘must have’ to ‘want’ can expand their search (or alternatively narrow it) by changing the ‘medium’ sized college criteria to ‘want’. This increases choices from 20 to 52 in this example.

9.     Discuss how you will now select some examples to help students identify reach, good match and safety schools. For example, if you use the criteria above, you may select Pepperdine to use as a ‘good match’, Cal State Chico as a ‘safety’ and University of Southern California as a ‘reach’. Go to each of these and click on applying and SAT scores. Ask students what they think about whether each school is a match, safety or reach schools based on the example.

10.  Help students discover why a school fits in each of these categories through questioning.

11.  If students seem to be ‘getting it’, then let them explore the website for their own list they’ve compiled (in last week’s homework); otherwise click on some other universities until students seem to understand.

12.  Ask students to continue spending time this week on their list of schools and identifying each so they can come back next week with a list of schools that includes at least two in the reach and safety categories and 3-4 minimum in the good match. They may choose up to 8-10 but should balance them among the three categories.

13.  Introduce students to next week’s topic, which will focus on decisions related to applying early vs. regular decision. Ask them as they research each college on their list to also make a note as to whether the college has an early action or early decision program and be prepared to use this information for next week.

14.  Hand out and administer the Post-test. Remind students to fill it out individually, not talking and they have 4-5 minutes to complete it. Collect Post-Tests when done.

**Homework/Ownwork**:

Using the College Board Big Future website, identify and research ten colleges that fit your criteria. Using the SAT scores and if available on the college website, the average GPA, determine the probability of your acceptance by sorting the colleges into ‘safety’, ‘good match’, or ‘reach’ schools. Also note for each college whether they offer an early action or early decision program.

**Group Stage and Emerging Issues:**

This lesson is occurring during the working stage. The group will likely consist of a diverse population including students from different socio-economic backgrounds, cultures, and first generation college students. Students who have specific concerns about financial issues or cultural concerns (i.e. the parents may make the decision for the student, religious restrictions to choices, etc.) will be considered. Some students may not have access to the internet from home to utilize the college search tool and can be invited to checkout hard copy materials from the school counseling resource library or use the computers at school during break, lunch or after school. Any students who need additional help may sign up for individual appointments with the school counselor.

**2) Student provides step-by-step process and activities to be covered in session #2 (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA’s journal, Professional School Counseling. Cite/attach handouts to be used.**

**Title of Session #2:** What Do I Value Most**?**

**Brief Summary of Session:**

This session will consist of completing the worksheet on Ten Self-discovery Questions.  The purpose of this session is to help students identify their strengths and values so that they may use this information in their college application search.  The lesson will then introduce the student to the College Board Big Future webpage, the Cappex website, and Naviance website (school must subscribe to this one) so they may explore their interests.  Homework will consist of completing and additional worksheet to help students identify their career interests as they often drive the direction of college decisions and to spend some time navigating at least one of these websites.

**Theoretical Orientation:** Strength-based/solution focused

According to Saleebey (2008), by encouraging students “to tell their stories that are relevant to their concerns at hand – for example, achievement and self-regard (or struggles in those areas)”, the school counselor can help the student identify their strengths and values.  Using this information, the student and school counselor can collaborate on how to narrow college and career choices according to the students’ interests, strengths and values.  The strengths approach can provide a practical and conceptual means to help students see their values, strengths and ideas from another perspective (Saleebey, 2008) while a solution-focused approach offers a collaborative approach, which helps students make positive changes in the direction of their goals.

**Specific Group Technique:** Active listening, reflection, clarifying, suggesting, use of client strengths and resources.

**Structure:** This psychoeducational group is a six session closed group that will meet twice a week from 7:30 – 8:10 every Tues/Thurs for three weeks or alternatively from 2:45-3:25 on Mon/Weds. The group will meet in the School Counseling conference room and will be offered four times a year at the beginning of each quarter. The group will consist of 6-8 students.

**Materials/ Media:**

·      Computer/laptop

·      Pre-post test

·      Ten Self-Discovery Questions Handout

·      <https://bigfuture.collegeboard.org/>

·      Homework handout – 5 Ways to Find Career Options

**Core ASCA Standard(s):**

School Counseling Standard CC1.3 – Identify personal preferences and interests influencing career choice and success.

**Core State Academic Standard(s):**

·      Language Arts Standard NLA.8 - Students will be able to use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge

·      California State Standard – CA RS 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Objectives:**

School Counseling Objective – Students will be able to identify personal preferences and interests influencing their college selections using various college resource tools (ASCA CC1.3).

Language Arts Objective - Students will be able to identify and use a variety of resources to gather and synthesize information to assist them in making decisions about college choices (NLA.8; CA RS 11-12.7).

**Assessments**:

Students will complete a pre-post test at the beginning and end of each session. Additional assessment will be done using observation and open questions to students about how they understand the web-based search sites and finding them useable.

School counseling objective Pre-post test:

Which item is the most important to consider when considering career and college choices:

A)   Things I do well

B)   Things I enjoy doing

C)   Careers that pay the most

D)   Things I am most proud of

E)    None of the above

Answer = E None of the items above are the ‘most important’. Each individual will have a different set of values and priorities.

Core Language Arts objective pre-post test:

The following sources are useful tools for searching for college information:

A)   College Board website

B)   School Counseling Resource Library

C)   Cappex website

D)   College Confidential

E)    Naviance

F)    All of the above

Answer = F All of the above tools are useful tools for college resource information.

**Procedures/ Instructional Strategy:**

1.     Opening – welcome everyone to the group and review the group rules and the conditions and limits of confidentiality with the students as discussed in the initial screening process.

2.     Before handing out the pre-test or reviewing the group goals, begin with an icebreaking activity. Have all students introduce themselves and share something about themselves – their grade, where they are in the college search process and what they hope to get out of this group.

3.     Briefly review the stated group goals that had been established in the planning session and ask students if they have had a chance to establish their individual/personal goals (they were requested to do this during the screening process). Discuss today’s session topic and what will be covered.

4.     Explain you will now be handing out a pre-test and if they could take a few minutes to complete in independently and hand it back to you when completed. Let students know that this is just a gage for you to see what they already know and that they’ll be taking another post-test at the end of the lesson to see what they’ve learned.

5.     The next activity is for the students to complete the Self-Discovery questionnaire. While students are completing the questionnaire discuss with students that there are no right or wrong answers and this tool will help them in narrowing and identifying their interests for determining college selections. Walk around and see how students are progressing and help students that are ‘stuck’ on questions by asking some open-ended questions.

6.     After students seem to be winding down this activity, let students know that the group will be accessing a variety of websites in this initial session as a brief introduction to where they can find information. Introduce students to the College Board Big Future website, the Cappex.com website, and if College Confidential (or alternatively the Naviance website).

7.     If time permits then help students use the information they found out about themselves to discover how to navigate the website to colleges that appear to fit their interests and needs. Encourage students to ask any questions they have about finding information.

8.     As students spend time navigating websites, keep an open dialogue going inquiring how students are feeling about the process.

9.     In the last 10 minutes, clarify with students the highlights of the lesson today 1) identifying one’s personal attributes and interests, 2) accessing college search websites, and 3) applying one’s personal attributes and interests to the college search process.

10.  Discuss what is anticipated to be covered in the next session, which will be to help them identify ‘reach’, ‘match’, and ‘safety’ schools. Hand out the 5 Ways to Find Career Options and ask students to complete this for next week and use this information together with the handout they’ve completed today to spend the week browsing any of the websites and/or resources from the School counseling Resource Library to identify 5-10 colleges they’d like to investigate further next week.

11.  Hand out and administer the Post-test. Remind students to fill it out individually, not talking and they have 4-5 minutes to complete it. Collect Post-Tests when done.

**Homework/ Ownwork**:

Complete the 5 Ways to Find Career Options Worksheet (Appendix G). These tools can help you identify your personal interest, which will help in narrowing your college selection list.

Use one of the College websites accessed today or School Counseling Resource Library to locate 5 -10 colleges that interest you. We will use these in the next session.

**Group Stage and Emerging Issues:**

This lesson is the initial group meeting. Students will consist of a diverse population and will be in different stages of the college search process. The counselor will identify and note any students who have specific concerns such as financial issues or cultural concerns (i.e. the parents may make the decision for the student, religious restrictions to choices, etc.) and consider addressing these in a general manner with the group. Some students may not have access to the internet from home to utilize the college search tool and can be invited to checkout hard copy materials from the school counseling resource library or use the computers at school during break, lunch or after school. Any students who need additional help may sign up for individual appointments with the school counselor.

**3)  Student identifies ASCA Standards and core academic standards covered in Session #1 and Session #2.**

Session #1:

School Counseling Standard:

* ASCA AB2.2 - Use assessment results in educational planning.

Math Standards:

·      NM-DATA.9-12.4 – Students will be able to understand and apply basic concepts of probability.

·      California State Standard CA S-MD7 – Students will analyze decisions and strategies using probability concepts.

Session #2:

School Counseling Standard:

* ASCA CC1.3 – Identify personal preferences and interests influencing career choice and success.

Language Arts Standards:

·    NLA.8 - Students will be able to use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge

·      *C*alifornia State Standard – CA RS 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**4)  Student discusses the importance of supporting theoretical orientations and techniques in school counseling prevention and intervention programs.**

Three counseling theories - cognitive behavioral, person-centered and psychodynamic are commonly used in school counseling prevention and intervention programs (Erford, 2010). In addition to these theories it is common for school counseling programs to use play therapy techniques as it can help children express emotional, personal and interpersonal struggles they are coping with. Theories that use play therapy as one of their techniques include Adlerian. behavioral, Gestalt, cognitive behavioral, person-centered (or Rogerian), reality, rational emotive behavior therapy (REBT), solution-focused therapy and strength-based counseling (Schellenberg, 2012). Using theoretical orientations that are research and evidence-based helps establish a foundation for school counseling program interventions that can be measured and add support for the school counseling program.  Strength-based counseling is an emerging theoretical orientation that school counseling programs are using to help empower students and instill resilience (Schellenberg, 2012).

D.B. Brown and Trusty (as cited in Erford, 2011, pg. 186) suggest school counselors should select a counseling theory for implementing an intervention based on the type of intervention and how much the theory focuses on the counselor/student relationships, student empowerment, attention devoted to students overt behavior, how it relates to students’ developmental level, the flexibility to fit student needs and program delivery formats, and the time span associated with the theory and the program intervention. The selection of counseling theory needs to be appropriately matched to the intervention and keep cultural, developmental and contextual factors into consideration.

**Attachments** [[https://c1.livetext.com/assets/icons/file/doc.gif](https://c1.livetext.com/folder/8954838/IKABcnjP_Appendix_C__Lesson_one_Pre_post_test_Hand_Out.docx)Appendix\_C\_\_Lesson\_one\_Pre\_post\_test\_Hand\_Out.docx](https://c1.livetext.com/folder/8954838/IKABcnjP_Appendix_C__Lesson_one_Pre_post_test_Hand_Out.docx" \t "_blank), [[https://c1.livetext.com/assets/icons/file/doc.gif](https://c1.livetext.com/folder/8954838/CnX3CP6y_Appendix_D_Pre_Post_for_Lesson_Two.docx)Appendix\_D\_Pre\_Post\_for\_Lesson\_Two.docx](https://c1.livetext.com/folder/8954838/CnX3CP6y_Appendix_D_Pre_Post_for_Lesson_Two.docx" \t "_blank), [[https://c1.livetext.com/assets/icons/file/doc.gif](https://c1.livetext.com/folder/8954838/RA5SjJem_Appendix_E_Self_Discovery_Handout.docx)Appendix\_E\_Self\_Discovery\_Handout.docx](https://c1.livetext.com/folder/8954838/RA5SjJem_Appendix_E_Self_Discovery_Handout.docx" \t "_blank), [[https://c1.livetext.com/assets/icons/file/doc.gif](https://c1.livetext.com/folder/8954838/zYj5kipX_Appendix_F_Self_Discovery_Homework.docx)Appendix\_F\_Self\_Discovery\_Homework.docx](https://c1.livetext.com/folder/8954838/zYj5kipX_Appendix_F_Self_Discovery_Homework.docx" \t "_blank), [[https://c1.livetext.com/assets/icons/file/doc.gif](https://c1.livetext.com/folder/8954838/bsXCpNeE_Appendix_B_Lesson_Two.docx)Appendix\_B\_Lesson\_Two.docx](https://c1.livetext.com/folder/8954838/bsXCpNeE_Appendix_B_Lesson_Two.docx" \t "_blank), [[https://c1.livetext.com/assets/icons/file/doc.gif](https://c1.livetext.com/folder/8954838/uCYqUmdr_Appendix_A_Lesson_One.docx)Appendix\_A\_Lesson\_One.docx](https://c1.livetext.com/folder/8954838/uCYqUmdr_Appendix_A_Lesson_One.docx" \t "_blank)

**Component #3: Ethical, Legal, Multicultural**

**1)  Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.**

Informed consent should be obtained from parents and students for participation in group work. Although a student may not be ‘legally’ (of age) authorized to consent, I would still seek the students’ agreement that s/he intends to participate in the group and will follow group rules and procedures. In this particular group, parental consent will have been obtained at the beginning of the school year for all individual, and group counseling sessions that may be offered during the school year. Nonetheless, I would send a letter home to parents to inform them of their child’s participation in the group.

Confidentiality is challenging in group work and cannot be guaranteed due to the nature of the group process, however, it is important to stress the need for confidentiality to the group during the screening process, again at the first session and as needed throughout the group program. One challenge associated with group work with minors is the need for maintaining confidentiality with regard to the individual student and the parent/guardian (Erford, 2010). Though the parent has legal rights to be informed, the ethical rights belong to the student. It is important to remind parents of the importance of confidentiality in establishing a trusting relationship between student and counselor. The counselor must also be careful when having discussions with parents that information about other members of the group is not divulged. In this particular group work, the group is psychoeducational in nature and helping students gain self-knowledge about colleges so there is information shared in the groups is less sensitive in nature. Nonetheless, it is important that confidential information about each student’s academic and achievement records that may be needed for use during the course of the sessions remains confidential and is not discussed outside the group.

**2)  Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).**

See attached consent form - Appendix G

**3) Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments**.

School counselors are ethically bound to be culturally sensitive and competent by being aware first of their own cultural backgrounds and any preconceptions they may hold. They should be competent in their skills to identify group members’ family backgrounds, ethnic or racial backgrounds, economic status, or other areas of identifiable diversity such as physical, emotional or learning disabilities or sexual orientation (Erford, 2010).

This small group program is culturally sensitive in that it is inclusive of all junior and senior students who are interested in seeking help in the decision making process about college. The lessons shall be strengths-based and solution-focused on each individual students’ needs despite being conducted in a group setting. The group program and tools provided will be accessible to all students regardless of race, gender, socio-economic status, or other identifiable diversity. It is possible during the group process, issues of diversity may be discussed in helping students identify their individual concerns about selecting appropriate college choices. All issues of diversity will be discussed openly so all students can gain awareness of the various complications that exist in college admissions and decisions. If a student would like to discuss a particular unique case regarding their choices and does not want to do so in the group setting due to time constraints and/or personal issues, they will be invited to make individual appointments with the counselor.

**4) Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination**.

In the formation of groups, it is important to plan group selection in a manner that fits within the culture and climate of the school (Erford, 2010). The Association for Specialists in Group Work (ASGW) identifies several elements to consider in group work including the importance of being well grounded in the legal and professional regulations that apply to group work. Group work in schools must be limited to areas in which the school counselor has been trained and it is therefore recommended that advanced knowledge and skills be acquired before running any group that the school counselor has not been trained to run.

All groups are multicultural in today’s society. Group members will come from all walks of life from able –bodied, to learning disabled to physically challenged; gender differences, socio-economic differences, and ethnic and racial differences. As a result, it is critical for school counselors to consider these issues and provide a multi-cultural perspective in the school counseling program. DeLucia-Waack (as cited in Erford, 2010, p. 38) stressed the importance of three goals of multicultural groups “1) to understand the situation that brought the students to the group from a cultural perspective, 2) to approach all events and behaviors in the group from a functional perspective, and 3) to help members make sense of “new behaviors, believes, and skills within a cultural context”. School counselors need to continuously assess their own knowledge and skills related to their values, beliefs, and theoretical orientation when working with a diverse group such as those encountered in schools.

Through the screening process, the school counselor will determine which students will benefit from the group while helping the student assess whether the group is the right fit for him/her. In an educational group such as this, it is anticipated that there will be a diverse population and multicultural issues must be considered as the school counselor relates the material to the group members. The school counselor needs to consider how each student’s culture may affect his participation and acknowledge how different perspectives and values may determine how a student uses the material in the group (in this case to make decisions about college). Day-Vines (as cited in Erford, 2010) encourage “leaders to normalize student concerns when issues related to ‘diversity’ arise during the group process” (pg. 213). During the termination stage, it is important to discuss any unfinished business and help students develop a plan to continue working on their goals. This may include students making follow-up appointments with the counselor to discuss individual needs for making college selections in a group such as this one. Termination should also include evaluating the group’s progress through the use of process questions and an outcome evaluation (pre-post test) (Schellenberg, 2012).

**Attachments** [[https://c1.livetext.com/assets/icons/file/doc.gif](https://c1.livetext.com/folder/8954838/BxRpWvaC_Appendix_G_Group_Informed_Consent_Form.docx)Appendix\_G\_Group\_Informed\_Consent\_Form.docx](https://c1.livetext.com/folder/8954838/BxRpWvaC_Appendix_G_Group_Informed_Consent_Form.docx" \t "_blank)

**Component #4: Program Evaluation**

**1)  Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).**

School counseling objective Pre-post test:

Sally wants to attend a small university close to home so she can commute. Accessing the college data available from the college search website what criteria should Sally use to narrow her search?

A)   Academic criteria

B)   Location

C)   Type/size of university

D)   All of the above.

E)    B and C only

Answer = D) Although Sally may want to narrow her search to smaller universities near her home, it is also important that she see where she fits in academically to avoid applying only to universities that may be ‘reach’ schools.

Core Math objective pre-post test:

Greg has a 3.8 unweighted GPA and a SAT composite score of 1920 (620 CR, 700 M, 600 W). Comparing the test scores of universities on his list, rank the probability that Greg has of being accepted from highest to lowest. Circle the correct answer below:

1)   Northwestern – CR 680-760; M 700-780; W 680-770

2)   UCLA CR 560-690; M 610-740; W 590-710

3)   University of Michigan – CR 600-700; M 650-750; W 620-720

4)   Liberty University – CR 470-590, M 450-570, W 450-570

A)   4-3-2-1

B)   1-2-3-4

C)   2-4-1-3

D)   4-2-3-1

E)    2-4-3-1

Answer = D) Greg’s scores would give him the highest chance of acceptance at choice 4 and the lowest chance at choice 1. His chances at 2 and 3 are nearly equal but his scores are nearer to the top of the range at choice 2 therefore on test scores alone he has a higher probability of admittance at choice 2 than 3.

2)  Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

School counseling objective Pre-post test:

Which item is the most important to consider when considering career and college choices:

A)   Things I do well

B)   Things I enjoy doing

C)   Careers that pay the most

D)   Things I am most proud of

E)    None of the above

Answer = E None of the items above are the ‘most important’. Each individual will have a different set of values and priorities.

Core Language Arts objective pre-post test:

The following sources are useful tools for searching for college information:

A)   College Board website

B)   School Counseling Resource Library

C)   Cappex website

D)   College Confidential

E)    Naviance

F)    All of the above

Answer = F All of the above tools are useful tools for college resource information.

*.*

**3)  Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling**.

Accountability and evaluation helps support the school counseling program by helping to answer the question “How are students different as a result of the school counseling program?” A comprehensive school counseling program is academic and systems focused and in order to promote academic, career, and personal/social development to students, it is important to show how it is doing so. By collecting process and outcome data and analyzing to measure the outcomes of school counseling activities and interventions, the program can identify what is working and what needs adjusting in order to improve the results for future events and interventions. Accountability helps the program stay on task to achieve the goals and objectives identified in the program implementation.

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**Component #5: Scholarly Writing**

**Student uses correct grammar, punctuation, sentence structure, and spelling.**

**Student includes at least three peer-reviewed journal articles to support group content and choice of theoretical approach and techniques—best practices.**

Students please contact the writing center, publisher of the journal, or research the journal using the Internet to determine if your selected journal is peer-reviewed.

*Note:* Appendix A-D not included in the Wiki as they are already embedded in this document.Appendix E

**Ten Self-Discovery Questions**

1. What are some things you feel you do well?

Think about the talents you already know you have, and ask friends and family what they think you’re good at. You might be surprised by what they say.

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2. What challenges you?

The things that challenge you might be opportunities to improve and move toward your goals — and they might suggest areas of study and work that will keep you interested long into the future.

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3. What do you like to do for fun?

Think about the reasons you enjoy your favorite activities, the things they have in common and the strengths they bring out in you.

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4. Who do you look up to?

The people you admire — whether they’re celebrities, historical figures or people you know personally — can tell you something about who you are and what you value. Consider what it is about them you like and whether those qualities are worth reaching for.

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5. What’s something you’ve always wanted to try?

Consider your reasons for wanting to do this — and why it is you haven’t done this yet. Do you find it exciting? What do you expect to get out of it?

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6. What accomplishment has made you most proud?

Your answer might have nothing to do with a hard-won A or a trophy — it might be the time you stuck up for someone who needed your help. What you’re proud of can help you see what matters most to you.

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7. What’s your favorite class?

Don’t limit yourself to the subjects that come easiest to you. Think about which classes make you lose track of time. Is it the teacher or the subject matter that holds your interest?

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8. What do you read about in your free time?

The kinds of stories you follow in the news, your favorite books and websites — these can help you figure out what really makes you curious.

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9. If you could do any job for a day, what would it be?

Think about which careers you want to try on. What is it about them you find so appealing? What would you change to make them fit you better?

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10. As a kid, what did you want to be when you grew up?

Even if your childhood dreams seem silly now, remembering them may show you what’s always been important to you.

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Retrieved from https://bigfuture.collegeboard.org/get-started/know-yourself Appendix F

5 Ways to Find Career Options

Many high school students feel that they need to have their whole lives planned out before graduation. That’s a lot of pressure to take on, and it really isn’t practical because your goals and desires change over time. At this point, the best way to prepare for the process of career planning is to take some steps to get to know more about yourself.

Start by considering your options. You can take many paths, and you may discover new talents and passions in the process of exploring. The quick exercises below can help lead you in the right direction.

### 1. Think About What You Love

What classes have you found especially inspiring? What activities keep you so absorbed that you don't even notice how much time has passed? Listing 10 things you love can help reveal possible paths.

Can you make connections between elements on your list? Are a group of items related to the arts or social activities or technology? What can you build by combining your passions?

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### 2. Identify Defining Experiences

Think about three experiences that taught you something about yourself. Circle the one that gave you the greatest sense of satisfaction and write a sentence that explains why that was so. If you can pinpoint what makes you happy, you can aim toward a career that will provide those types of experiences.

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### 3. Create a Self-Portrait

Are you friendly, creative, impatient, funny, organized? Try writing down a list of 10 qualities you feel describe your personality. Ask your friends and family to name some of your qualities — sometimes other people see us more clearly than we see ourselves. Add their suggestions to your list. Now think about what sort of career fits the person your list describes.

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### 4. Consider Your Strengths and Weaknesses

Make a list of your five top strengths and weaknesses. What sorts of employers would be interested in your strengths? If you’re a good public speaker, for example, explore what types of careers call for that skill.

Your weaknesses can also tell you a lot about where you might go. You can either steer away from careers that require skills you’re not confident about or work to improve weaknesses that may keep you from your goals.

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### 5. Explore Careers

What do actuaries or archaeologists really do? What sorts of opportunities will there be in the future for architects or art directors? Imagine yourself in different roles as you explore [Major & Career Profiles](https://bigfuture.collegeboard.org/majors-careers) (https://bigfuture.collegeboard.org/majors-careers). You can find information on more than 300 careers here, which range from air traffic controller to wildlife technician.

Remember, even if you know someone who has been planning to be a doctor since the age of seven, most young people don’t know what they want to do or be. Many adults actually work in a few different jobs before selecting a career path. You have time to get to know yourself and find a career that suits you.

Retrieved from <https://bigfuture.collegeboard.org/get-started/know-yourselfAppendix> G

Informed Consent Form

**CARING FOR OUR STUDENTS**

Great Houghton High School offers an exceptional school environment for children by providing an outstanding academic program. However, growing up is not always an easy process and various problems can interfere with a student’s pursuit of success. In order to facilitate the development of the whole person, Great Houghton High School offers assistance to students through the Personal and Small Group Counseling Program, so that students can reach their full potential. The services offered within the Personal and Small Group Counseling Program help lay the foundation for future growth and achievement.

**COUNSELING SERVICES**

Great Houghton High School Personal and Small Group Counseling Program provides comprehensive individual and family services to help students meet and overcome challenges, and gain the necessary skills to reach emotional and social maturity. We are able to offer students additional support designed specifically to teach lifelong learning and coping skills to assist in increasing learning readiness. Our program is staffed with trained and experienced professionals, both professional counselors and professional school counselors. Our counselors are on campus to provide personal and small group counseling to our students in necessary situations. Based on individual need our counseling staff can provide:

* Individual counseling
* Family conferences
* Issue specific group programs
* Referral to outside agencies

**OUR PROGRAM**

This program will be offered to students who are referred by teachers, educational administrators, as well as crisis situations. Parental permission is sought, and confidentiality observed. The counselor meets with the student to complete a personal interview, make an evaluation, and then offer recommendations. Services are available daily before, during, and after school hours.

Your student \_\_\_\_\_\_\_\_\_\_\_\_\_\_ has been invited to participate in a small group counseling program on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ being led by our professional licensed school counselor\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The group will meet twice a week for three weeks for 35-40 minutes in the school counseling conference room that supports the confidential nature of the sessions.

**CONFIDENTIALITY**

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions Therefore, information revealed between the counselor and students during the counseling session is confidential. It is the counselor’s hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality. The limitations to confidentiality include:

1. When the student poses danger to self, others, or the property of others.
2. When the counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances the school counselor may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions. Also, during group counseling sessions, the importance of confidentiality is stressed but cannot be guaranteed between group members.

After reviewing the Personal and Small Group Counseling Program offered by Great Houghton High School:

\_\_\_\_\_ I (We) the Parent(s) or Legal Guardian(s) of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

authorize qualified personnel of Great Houghton High School to conduct personal and/or small group counseling for a maximum of six sessions with the above student. This form authorizes Great Houghton High School staff to work with your student a maximum of six sessions. Once this limit is reached you will be contacted to discuss any further personal counseling that may be necessary.

\_\_\_\_\_ I would prefer that my student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, not see anyone at Great Houghton High School for personal or small group counseling.

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Emergency Cell Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent e-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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